



# big sky BEHAVIORIST

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STATE DOCUMENTS COLLECTION

## PROFESSIONALIZING A PROFESSION

MAY 29 1978

by

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MONTANA STATE LIBRARY

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Helena, Montana 59601

The profession we seek to professionalize is that of group home trainer (GHT). At present the working conditions associated with the position reduce the effectiveness of individuals who hold the position. Ultimately, such conditions reduce the quality of services available to the developmentally disabled.

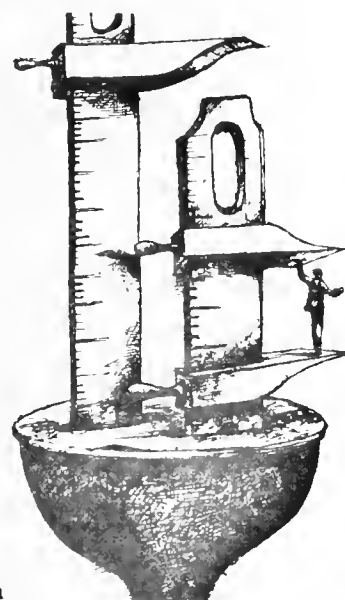
To some extent history is guilty of creating and maintaining the present unacceptable system. Beginning with public schools and continuing through adult day services, residential providers (whether they be natural or foster parents or GHTs) have been asked to play a role somewhat secondary to day services.

The public school has traditionally been considered the educational setting while the home has had little to do with formal education. As a result of statewide parent training services, those attitudes are changing. Yet it could still be argued that schools train while parents maintain. Parents are involved directly with school programs only so far as they are needed for supportive purposes. For example, the parent whose child has forgotten a lunch, wet his/her pants or become ill may expect a phone call requesting assistance.

These same traditional attitudes seem to have influenced the development of community services for the developmentally disabled in Montana. The result is that GHTs, like parents, have been cast in rather de-

manding yet secondary roles. The conflict becomes apparent when one considers that GHTs are not hired to play the traditional parental role. Rather they are charged with providing quality skill training and support equal to that provided by day programs. In fact, residential programs address a group of skill deficits that are every bit as important as those addressed by day programs (e.g., dressing, hygiene, bedmaking, meal preparation, shoetying...).

Still, the roles that each service delivery component plays remain unequal. GHTs are asked not only to train but often to perform the same maintenance duties that parents perform for their schoolchildren. Frankly, group home trainers are fielding a disproportionately high



share of the workload.

Though conditions are bound to vary from program to program and across the five regions, the typical group home trainer weekday includes:

- 1) a two-hour morning shift (7:00 a.m. - 9:00 a.m.) involving training so that clients may learn to get themselves ready for work;
- 2) an eight- to ten-hour evening shift involving skill training designated by and/or incidental to IHP team decisions, house maintenance duties such as needed cleaning and preparatory duties such as menu planning or program writing; and
- 3) occasional time spent working during technical off-time (9:00 a.m. - 3:00 p.m.) for purposes of attending IHP meetings, taking clients to doctors' appointments, program writing, caring for ill clients and performing house maintenance duties that are not completed during regular working hours. Thus, a typical working weekday may be 10-12 hours long.

It is important to note that weekends and holidays place added responsibilities on GHTs. On those days there is no off-time because there is no day service. A typical weekend/holiday workday may be 16-18 hours long.

All in all, depending on whether a GHT is working the weekend, his/her working week may vary from a minimum of 50 hours (five 10-hour days) to a maximum of 72 hours (the weekend plus three 12-hour weekdays).

As one might expect, these conditions cannot help but affect service delivery. The turnover rate of many agencies is extremely high. Cascade County Housing for the Developmentally Disabled (CCHDD) in Great Falls reports an 88% turnover for the first seven months of the 1978 fiscal year. The problem is further compounded by the effects of such working conditions on the recruitment pool for qualified and dedicated GHTs. Married couples, older professionals and many other people shy away from employment that may require that they "live-in"

and work long hours for minimal pay. The result has been that most staff statewide are young people who do not plan to make a career of it! Administrators have been continually forced to expend great amounts of energy on staff recruitment.

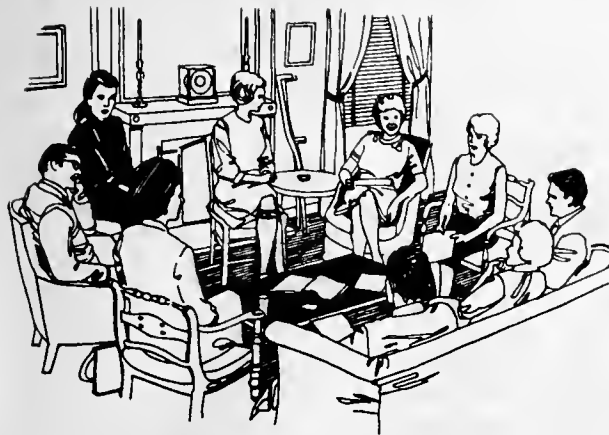
In brief, a high staff turnover and a limited recruitment pool cannot help but have an adverse effect on the quality of services provided. These conditions contribute to training inconsistencies, resulting in an overall weakening of service delivery potential.

Agencies statewide are exploring various solutions to the problem. In Region II one program has extended day program direct service hours from six to seven hours. The change in hours gives GHTs an extra hour off each work day. Another program has been able to add another half time position to the group home staff, allowing a more realistic job expectancy for each trainer.

CCHDD has been negotiating with Social Services to hold IHP meetings after 3:00 p.m., to have homemakers accompany clients to doctors' appointments during the day hours and to have those same homemakers care for clients who are ill during the day. Though the negotiations have been somewhat successful, all of the daytime needs cannot be met because Social Services' resources are limited. Many problems remain unsolved.

Finally, group home trainers themselves have independently reduced their work loads by simply not performing job related duties during technical off-time and by compensating themselves with off-time to make up for overtime work. Many trainers have effectively reduced their weekly working hours to 40-45 hours. At first this strategy seems attractive since it greatly reduces job demands. However, it is essentially in conflict with the goal of residential services. Residential services strive to create a learning environment where clients are continually being taught new skills, incidentally or through structured training. At present trainers cannot work 40-hour weeks and still fulfill that goal. Training, house upkeep and preparatory duties are all sacrificed to some degree.

Community based services are intended to offer better services than can even be available in an institution. A system which forces staff to relinquish responsibilities simply to make their position tolerable inhibits the fulfillment of that goal. Consider that several programs statewide have denied or terminated services to "difficult" developmentally dis-



abled people due to their inability to deliver needed behavioral intervention services. We wonder if the conditions noted in this paper have served to weaken the service delivery potential of programs and contribute to the frequency of denials or terminations of service. In any event, the patterns that are developing statewide are dangerous and, unless conditions are changed soon, are sure to deteriorate further.

So that these conditions may begin to be rectified, we urge that:

1. Regional councils begin to explore the conditions in their regions by speaking with program directors and group home trainers.
2. The regional councils and the Developmental Disabilities Division (DDD) enact a plan whereby the client workday be lengthened to seven hours. The planning should be sensitive to the effects such a change would have on day services.
3. The regional councils and the DDD assist contractors by negotiation with other agencies (e.g., Social Services) so that new resources may be used to meet daytime client needs (e.g., honoring daytime doctors' appointments and caring for those too ill to attend day programs.)
4. The DDD actively explore other models of residential service delivery. Staffing patterns need to be systematically reviewed and evaluated with regard to turnover, recruitment potential, cost and actual service delivery.

5. The regional councils assist contractors in exploring other funding sources. The whole solution does not lie with reducing GHT work hours, especially if that means a reduction in services. Additional funding is very much needed.

In these times of financial strain and growing service demands, community based services cannot continue with the present system of service delivery. Residential services have carried an unfair proportion of the burden for long enough. It is time to change the conditions which ultimately limit service delivery capabilities. Instead of continuing to maintain the present conditions of singular components, let us begin to think about the collective whole. Let us all equally share in the demands, difficulties and burdens of service delivery.

We invite all of you to offer feedback on the position of this paper. We would also appreciate information on any of the solutions you have found to these problems. We are looking forward to hearing from you.

*Editor's Note: In a recent court decision (Richland County Association for Retarded Citizens vs. Ray Marshall), Judge James Battin ruled that the Sidney Group Home is exempt from the minimum wage/maximum hour provisions of the Fair Labor Standards Act. Consequently, there is no legal requirement that group home parents receive hourly wages or overtime pay.*

*In reading Judge Battin's decision, it appears that the Fair Labor Standards Act would apply to the group home were it not for a clash with existing state policies. Apparently, the Fair Labor Standards Act cannot be applied if doing so would "result in displacement of one or more of the ... considered policy choices" of the state of Montana. By hiring group home parents on an 8-hour shift and wage basis, the specific policies displaced would be: a) creating a "family oriented residence" and b) treating group home parents as professionals (professionals are paid on a salary basis).*





# Regional Highlights

selected doings from around the state

## Region I

by Pete Degel  
Senior Regional Clinical Trainer

RCT Bruce Remmich and myself were invited to provide training to the Region I DD Council on a regular basis. At the April 7th and 8th meeting, we presented information on basic rights of DD persons. Discussed were such legal and ethical issues as due process, least restrictive alternative and equal rights. The presentation included distributing a "rights worksheet" to stimulate discussion. It outlined briefly several situations which were possible violations of rights to which the participants reported their reactions. An example is:

a 37-year old client has reported to you that he brought home a six-pack of beer and the Group Home Manager threw it out. What would you do in this situation?

A lively discussion ensued. Council members and the provider staff who attended were prompted by the examples to share their concerns and their approaches to handling the situations. The conclusion reached by most of the participants was that we still have a strong tendency to overprotect the DD persons in our programs and to treat them as children.

I would like to congratulate the Region I DD Council on the openmindedness and candid way they discussed these provocative issues. It is the ability of an individual to evaluate and even change personal prejudices that allows significant cultural change through grass roots efforts. This ultimately results in our acceptance of handicapped persons as equals.



## Region II

by Ted Spas  
Senior Regional Clinical Trainer

RCT POSITION STILL VACANT

Well folks, as unbelievable as it may seem, it is true. Region II is still searching for a Regional Clinical Trainer. Isn't there someone out there who likes to travel, can write programs and appreciates fine cigars? Don't forget how scenic Region II is (especially along the Hi-line) and don't forget the fringe benefits. RCTs in Region II are guaranteed at least one Saturday off per month. RCTs are also encouraged to drink anything that comes in an aluminum can (since 2 programs recycle aluminum). Seriously, we need another RCT. Is anybody interested?

VICTORY IN REGION II

Through a cooperative effort of Cascade County Housing staff, BRS&H staff, Region II DD staff and C.S.R.S. trainers, an IHP team has recommended the official discharge of a client from Boulder. He has resided in Region II for two years. Dramatic improvement in behavior has culminated in the IHP team's recommendation that the client be granted permanent residential status in Region II. In the past, the client engaged in severe aggression, pica, environmental destruction and self-stimulatory perseveration. To be more specific, the client has broken a public school teacher's nose, kicked Santa Claus and attempted to set fire to the day program building. However, after an intense program was initiated, the undesirable behaviors have disappeared. The program included:

- 1) restitution overcorrection
- 2) required relaxation
- 3) a response cost system.

Even more amazing than the above is the fact that continuing maintenance program has been established to ensure that regression does



not occur. For more details, contact TRIC for a copy of the program (of course the client's name is deleted).

## Region III

by Tom Seekins  
Senior Regional Clinical Trainer

### AS THE WORLD TURNS

The dog days have struck. We felt grateful that the sun was still there this morning as Montana turned into its rays. At times such as these, it is often best to kick off the shoes and wander.

Proposed titles for the great behavioral novel:

PORTRAIT OF A BEHAVIORIST AS A YOUNG ORGANISM  
I, A BEHAVIORIST  
LOOK HOMEWARD, BEHAVIORIST  
CRIME AND PUNISHMENT  
FOR WHOM THE CUE TOLLS  
FEAR AND LOATHING IN KANSAS  
WHO IS WOLF WOLFENBERGER AND WHY IS HE SAYING ALL THOSE TERRIBLE THINGS ABOUT ME?  
A MIDSUMMERSNIGHT GALVANIC SKIN RESPONSE REINFORCER IN THE RYE  
THE GRAPES OF AVERSIVE STIMULATION  
EVEN BEHAVIORISTS GET THE BLUES

Famous quotes first uttered by behaviorists:

*"Take two baseline and call me in the*

*morning."*  
*"If it weren't for the last minute, there's a lot of work that wouldn't get done."*  
*"Go to Western, young behaviorist."*  
*"Give me reinforcement or give me death."*  
*"A prompt in time saves nine."*  
*"A reinforcer saved is a punisher earned."*

## Region IV

by Lorrie Hartman  
Senior Regional Clinical Trainer

In the past, new Group Home Managers in our larger communities have been bombarded by many people walking into the group home, not having any knowledge of what Group Home Managers do or what agency they are associated with. These individuals often have business at the group homes, such as Case Managers, Community Workers, Regional Clinical Trainers, day program staff, Follow-Through Trainers and Out-Reach Trainers.

To alleviate this in Helena, Tri-County Developmental Disabilities Inc. conducted two workshops with two objectives in mind. The first was to coordinate the working relationships of all outside agencies with the Group Home Managers, and the second was to develop an orientation package for all new Group Home Managers employed with Tri-County.

During the first workshop all involved participants stated their job descriptions and specified their working relationships within the group homes. The participants included: the Director of Tri-County, the Office Manager of Tri-County, ten



Group Home Managers, three Out-Reach Trainers, four Case Managers, the Follow-Through Trainer, the Regional Clinical Trainer, two Community Workers, a representative of Progress Inc. and a representative of Helena Industries. When all job descriptions and working relationships were specified, a "contact sheet" was formulated for the Group Home Managers. This sheet noted the appropriate person to call for help in different situations. Contact persons were identified in terms of medical emergencies and non-emergencies, behavior emergencies or difficulties, house maintenance problems, client finances such as medicaid or SSI, client transportation difficulties, training requests, community/social problems, bookkeeping difficulties, group home licensing, and working problems with representatives of outside agencies.

During the follow-up workshop, a presentation was given on client rights by the Regional Clinical Trainer. Then all participants submitted their written job descriptions and all pertinent materials were accumulated for the group home orientation package. Materials consisted of: the "contact sheet"; all written job descriptions; Group Home Managers' salaries and benefits; the group home licensing document; a condensed module on client rights; proper procedures to decrease undesirable behaviors; and the state policy on individual habilitation planning.

Such information is vital for new Group Home Managers employed with Tri-County. It provides them with knowledge about many people who interact with their clients and promotes positive communication and coordination procedures with all involved agencies. This orientation package should minimize confusion within the complex network of Helena's community based services.

## Region V

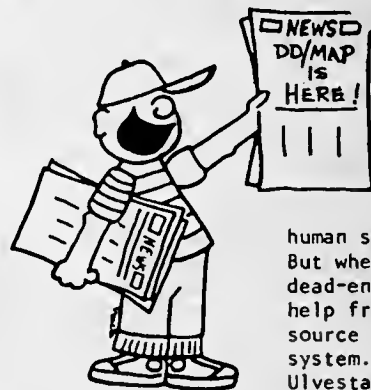
by Jan Mackay-Atkins  
Senior Regional Clinical Trainer

Little Bitterroot Special Services received training in the design and implementation of individual programs early last month. To my absolute delight, when I returned one month later, the staff had developed no less than 40 IPP's each containing all components recommended by JCAH (Joint Commission on Accreditation of Hos-

pitals) and state policy. I'd like to personally commend the staff on their valient effort. Good job!

Dave Spencer (a familiar face in Region V) is a new face in the Regional DD office. Dave is on board to replace Linda Walrath as Community Worker III in Children and Family Services. Welcome, Dave.

Day programs in the region provide a continuum of services to not only the DD population but to the general public as well, selling everything from soup to nuts. Speaking from personal experience, I can testify to the integrity of shirts and planters from Libby, clothing and kitchen appliances from F.I.F.T.H. Second Hand Store, Christmas cards from Ivy Arts and wooden toys from Ravalli Services. In a recent visit to the Special Citizen's Center in Ronan, I discovered they are marketing wooden coatracks, coffee tables and roll-top bread boxes, all of which I want. This job could lead me down the primrose path to bankruptcy.



DD/MONTANA  
ADVOCACY  
PROGRAM IS  
UNDERWAY

"There are already many advocates in Montana's

human services system. But when they reach a dead-end, they can get help from an external source outside of the system." Margaret Ulvestad is referring to the newly created

Developmental Disabilities/Montana Advocacy Program, Inc. (DD/MAP) of which she is Executive Director. In the 4 months that she has directed this private nonprofit corporation, she has traveled widely throughout the state, assessing needs for advocacy and getting the word out about DD/MAP. Funded by federal Protection and Advocacy monies and by a contract with the DD Council, the advocacy program will use a mix of advocacy strategies in protecting the rights of DD people. It will focus its resources on DD service system problems. Among the goals of DD/MAP are:

1. To protect, establish, enhance, and enforce rights of persons with d.d.

2. Develop public recognition of the rights of developmentally disabled people.
3. Coordinate, encourage and support advocacy efforts statewide;
4. Serve as a clearinghouse for information on legislation, administrative problems and practices and advocacy resources;
5. Provide technical assistance and strategic guidelines for advocacy efforts throughout the state;
6. Promote consumer participation in the policy making process to ensure system responsiveness and to foster DD consumer assertiveness;
7. Promote generic advocacy which refers to tapping the resources of those community agencies, organizations and groups which exist outside the DD service system;
8. Promote advocacy as a viable political force.

These goals were drawn to provide a mechanism that guarantees basic and individual rights as laid down by the Constitution and Bill of Rights, as well as specific rights guaranteed through federal and state laws.

DD/MAP will take on individual cases which have implications for a larger number of people after local advocacy resources have been exhausted. When litigation becomes necessary, DD/MAP will contract for legal services on a case-by-case basis.

DD/MAP has a six-member Board of Directors which recommended the goals and objectives and develops policies for the program. The state DD Council will also evaluate the program and the two staff members (Ulvestad and her secretary).

Developmentally disabled persons placed in nursing homes around the state are a major concern of the DD/MAP Office. Many are receiving minimal, if any, training and thus are being denied their basic right to treatment.

Under consideration at this time is a case which would involve residence responsibility as it relates to the right to education of developmentally disabled students. This

is a question that has been up in the air for some time and a resolution needs to be forthcoming - particularly as it relates to foster children living in a particular community.



Ms. Ulvestad, 32, is a native of North Mankato, Minnesota. She graduated from Mankato High School in 1963 and subsequently attended St. Olaf College, Northfield, Minnesota and Montana State College, where she graduated with a BA in political science and sociology. Ulvestad has received advanced training in advocacy for people with developmental disabilities. From 1970 to 1976 she was Executive Director of a specialized advocacy and service program for retarded citizens of a poverty area of South Minneapolis. Most recently Ulvestad was a consultant for a new program for developmentally disabled offenders.

She looks forward to the challenges ahead. She says, "The nice thing about my job is that the DD client's rights are my only concern. I don't have to worry about money problems, staffing problems, etc. Somebody has to worry about it but not me." She emphasizes that there are already many effective local advocacy programs in Montana and people should use these resources first when they need advocacy support. The regional advocacy programs, funded by the DD Council for this fiscal year are as follows:

*REGION I - Citizen Advocacy for Region I*  
616 North Kendrick  
Glendive, MT 59330  
365-3330  
Barbara Kuester, Director  
(sponsored by Southeastern ARC)

*REGION II - Region II Advocacy Program*  
2626 2nd Avenue South  
Great Falls, MT 59405  
453-3273  
Ma Betty McPhee, Director  
(sponsored by A.C.E.)

*REGION IV - Advocacy Training Program*  
P. O. Box 674  
Helena, MT 59601  
442-9430  
John Albrecht, Director  
(provides training on rights of developmentally disabled people)  
(Sponsored by Lewis & Clark ARC)



REGION IV - Progress Through Advocacy  
P. O. Box 721  
Helena, MT 59601  
442-1552  
Roger Ala, Director  
(advocacy for institutionalized people)

REGION V - Missoula Advocacy Program, Inc.  
430 North Higgins Avenue  
Missoula, MT 59801  
Rose Ann Smith  
549-5061

DD/MAP will accept collect calls at 449-3889 for requests for assistance until a toll-free number can be instituted. Phone requests should be followed up by a written request sent to DD/MAP's office at 1218 East 6th Avenue, Helena, MT.

## Introducing



Etching by Charles Bragg

## YOU ASKED FOR IT

In this issue we are pleased to present the first of what will be a regular BSB feature. YOU ASKED FOR IT will provide our readers with a place to turn for answers. Direct your questions to the BSB; if we don't know the answer, we'll do our best to track down someone who does!

**Q.** "There has been alot of talk about the least restrictive alternative, but no one ever explains just what they mean by that phrase. Does it refer to a person's residence or is it related to training techniques?"

**A.** Essentially, least restrictive alternative addresses the issue of location. The least restrictive al-

ternative may refer to either a person's residence or training location.

To determine what constitutes the least restrictive alternative for a person, his program needs should first be assessed. Then a location for meeting these needs is selected. The point, then, is to choose the least restrictive environment in which the specified goals can be achieved.

Least restrictive environment does not necessarily mean the least physically restricting. The least restrictive environment is the setting most like those in which the non-handicapped population live and work. That setting may or may not be more physically restricting.

Time is also a factor. A short time spent in a restrictive setting to accomplish habilitation goals is actually considered less restrictive than a long time in a free setting.

One part of the state law attempts to define the least restrictive alternative. It says that to fulfill the goal of least restrictive environment, a facility should be trying to move the individual from:

- a. more to less structured living situations,
- b. larger to smaller facilities,
- c. larger to smaller living units,
- d. group to individual residences,
- e. community segregation to community integration,
- f. dependent to independing living.

The above six points provide helpful guidelines in defining the least restrictive setting for a person.

*John Albrecht*

John Albrecht  
Director, Advocacy  
Training Program  
Helena





# ANOTHER UNIQUE ADVENTURE STORY IN MODERN BEHAVIOR SHAPING-

## BEHAVIOR TECH

looks  
at

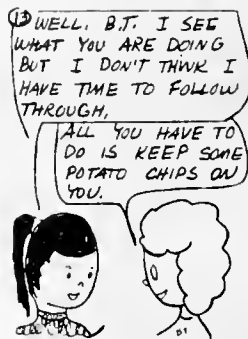


WE'RE GOING TO ROCK AROUND THE  
CLOCK TONIGHT

CREATED BY-  
SIMMA SISKWD  
HELEN JOHNSON  
SONOMA STATE HOSPITAL  
ELDRIDGE, CALIF. #95431

VOL. III NO. 89 SECTION III





## Problem #1 - Rocking

DAYS SET	OBJECTIVES	DAYS MET	NUMBER OF OUTCOMES	PLAN
8-1-15	Students will decrease amount of time spending from 8:30/day to 5:00/day by 10-1-15.		111	<p>Reinforce when sitting quietly playing with toys and feel looking down commands with potato chips (another food, praise and touch).</p> <p>Enroll in group activities.</p> <p>Ignore rocking behavior.</p> <p>Flow sheet will be kept by AM and PM group leaders counting amount of time spent rocking daily.</p> <p>Hazel Tandy P.T.</p> <p>Lizela Tan P.T.</p>

WHEN LIFE  
GIVES YOU  
LEMONS





# campership funding

for the developmentally disabled

awards of 50% of up to one week's camp fee are available to d.d. persons who attend camp this summer ... apply soon!

## here's how:

1. Register with the summer camp of your choice.
2. When accepted by the camp, fill out the Campership Funding Application on reverse of this sheet.

Be sure the Campership Funding Application is completed in its entirety. Applicants for campership funds must be certified as eligible for DD service.

Any one of the following persons may certify DD eligibility:

- special education teacher or principal of school applicant attends
- school nurse
- public health nurse
- county social worker
- physician

MANY CAMPS BEGIN REGISTRATION OF CAMPERS DURING THE SPRING. IT IS UP TO APPLICANTS TO REGISTER AND BE ACCEPTED INTO A CAMP PROGRAM. IF A PROSPECTIVE FUNDING APPLICANT KNOWS OF A CAMP HE WOULD LIKE TO ATTEND THIS SUMMER, HE SHOULD START EARLY TO REGISTER THERE. ONLY AFTER REGISTRATION BY THE CAMP MAY ANY DD PERSON APPLY TO THE COUNCIL FOR CAMPERSHIP FUNDING.

3. Return the completed Campership Funding Application AS SOON AS POSSIBLE to:

Developmental Disabilities Planning & Advisory Council  
1218 East 6th Avenue  
Helena, Montana 59601

Campership awards will be granted on a first-come, first-serve basis.

4. If the Campership Funding Application is approved, the council office will send the campership award to the applicant. If the application for funds is not approved, the Council office will notify the applicant.
5. An applicant who receives a campership award must present the certificate of award to the camp director. The award represents one-half of the camper's fee for up to one week of camp.
6. When the camper has completed the camp session, the camp director will sign the campership award and return it to the Developmental Disabilities Planning & Advisory Council. The Council will then remit to the camp an amount totaling 50% of up to one week's camping fee.



montana developmental disabilities council 1973

# CAMPSHIP FUNDING APPLICATION

Return to: Montana Developmental Disabilities Planning and Advisory Council  
121B East 6th  
Helena, Montana 59601

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ SEX: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_  
Street City Zip

PARENT, GUARDIAN, OR OTHER  
RESPONSIBLE PERSON: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_  
Street City Zip

CAMP/PROGRAM IN WHICH  
APPLICANT IS REGISTERED: \_\_\_\_\_

LOCATION OF CAMP: \_\_\_\_\_

DATES OF CAMP: Beginning \_\_\_\_\_ Ending \_\_\_\_\_

TOTAL CAMP FEE: \$ \_\_\_\_\_ AMOUNT REQUESTED FROM COUNCIL (50%): \_\_\_\_\_

The Developmental Disabilities Planning and Advisory Council will pay  
50% of up to one week's fee for a camp/recreation program. Please in-  
dicate the source of the remainder of the funding: \_\_\_\_\_

SIGNATURE OF APPLICANT \_\_\_\_\_

CAMP DIRECTOR OR  
CAMP CONTACT PERSON: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_  
Street City Zip

## CERTIFICATION OF DD ELIGIBILITY

I hereby certify that, to the best of my knowledge, \_\_\_\_\_  
meets the legal definition of develop-  
mental disabilities. (Section 71-2402, RCM 1947) and (PL 94-103).

Signature of Certifier \_\_\_\_\_

Occupation \_\_\_\_\_

Street City Zip

Phone \_\_\_\_\_

The Montana Developmental Disabilities Planning and Advisory Council  
assumes no responsibility for the safety or appropriateness of any camp or  
its program, nor any responsibility for any person while at camp, or while  
enroute to or from camp.

The participation of the Developmental Disabilities Planning and  
Advisory Council is that of a funding source only.

A Campership Award granted by the Council does not include any costs of  
transportation

AWARE: FURNITURE STRIPPING  
BUSINESS IS BOOMING

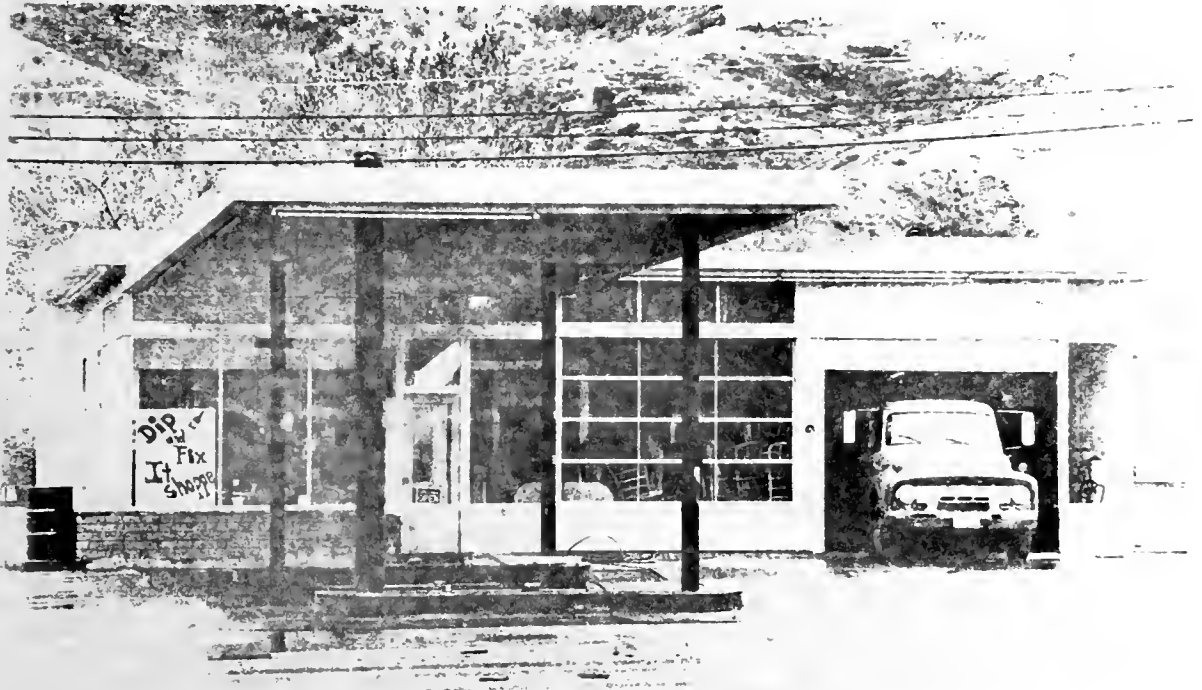
"SMALL IS BEAUTIFUL" DESCRIBES HOW THE AWARE STAFF IN ANACONDA THINK OF THEIR PROGRAM. THE COMPACT OPERATION (FOUR STAFF AND 11 CLIENTS) ALLOWS EACH PERSON FLEXIBILITY AND LOTS OF INDIVIDUAL ATTENTION. EVERYONE SHARES THE PRIDE IN A JOB WELL DONE AS WE ADMIRE ONE OF AWARE'S NEWLY REFINISHED ANTIQUE CHEST OF DRAWERS. THIS IS OBVIOUSLY A PROGRAM THAT PRODUCES (OFTEN LOVELY) RESULTS AND THE GROUP SEEMS TO BE HAVING A GOOD TIME IN THE PROCESS.

A NONPROFIT CORPORATION ON CONTRACT WITH THE DEVELOPMENTAL DISABILITIES DIVISION, AWARE WAS CREATED TO TEACH VOCATIONAL SKILLS TO DEVELOPMENTALLY DISABLED CLIENTS IN THE ANACONDA AREA. TO DO THIS, AWARE (ANACONDA WORK ACTIVITY CENTER REACHING TOWARD EMPLOYMENT) DEVELOPED TWO PROGRAM COMPONENTS: AN ACADEMIC DAY CENTER AND THE ACTUAL WORK AREA. SITUATED IN THE BASEMENT OF A CHURCH, THE DAY CENTER FOCUSES ON TEACHING VOCATIONAL READINESS SKILLS SUCH AS TIME-TELLING, ASSERTIVENESS, BASIC MATH AND READING AND FURNITURE SANDING. TRAINING IS GEARED AT MAKING CLIENTS PROFICIENT IN THE SKILLS NEEDED TO REFINISH FURNITURE, TO DO CLERICAL OR JANITORIAL WORK. EVEN THOUGH THE PROGRAM RUNS FROM 9:00 A.M. TO 3:00 P.M.,

TEACHER DIXIE MCKEON CLAIMS "THERE JUST ISN'T ENOUGH TIME TO FIT EVERYTHING IN." SO THE PROGRAM PLANS TO SOON EXTEND THEIR HOURS TO 4:00.

AWARE DIRECTOR BRIAN LANG EXPLAINS THAT EVEN THOUGH THEIR REFINISHING BUSINESS IS ONLY ONE MONTH OLD, IT'S MAKING MONEY. THE ONLY BUSINESS OF ITS KIND IN THE AREA, THEY ALREADY HAVE A TWO-MONTH LAG IN THEIR ORDERS. IN FACT, THEY'VE HAD TO TURN DOWN CONTRACTS. THE STAFF'S DECISION TO DO BUSINESS WITH THE PRIVATE SECTOR INSTEAD OF TAKING ON LARGER JOBS FOR INSTITUTIONS REFLECTS THEIR CONCERN FOR WORK QUALITY AND BASIC AESTHETICS. "INDIVIDUALS WALKING INTO OUR BUSINESS HAVE GREATER EXPECTATIONS FOR QUALITY THAN SAY, A LIBRARY WOULD," LANG FEELS. HE CONTINUES, "THERE'S ALSO MORE VARIETY AND PROBLEM-SOLVING. AND IT'S A WAY TO SHOW PEOPLE IN THE COMMUNITY THAT DEVELOPMENTALLY DISABLED CLIENTS CAN PROVIDE A GOOD SERVICE. WE'RE TRYING TO BE A COMPLETE PUBLIC BUSINESS."

ALL CLIENTS ARE INVOLVED IN THE REFINISHING JOBS, EACH WORKING AT LEAST TWO SHIFTS PER WEEK IN THE ACTUAL PRODUCTION AREA. THEIR WORKING TIME WILL UNDOUBTEDLY INCREASE AS THEY LEARN MORE SKILLS. "RIGHT NOW, CLIENTS DO 80% OF THE WORK ON PRODUCTION AND THE



*Dipping and fixing furniture: Project AWARE's facility in Anaconda*



WORKSHOP MANAGER DOES 20%," LANG CLAIMS. FOUR CLIENTS ARE POSSIBLY READY FOR OUTSIDE EMPLOYMENT BUT THE 8.1 UNEMPLOYMENT RATE IN THE AREA MAKES THEIR EMPLOYMENT PROSPECTS FAIRLY GRIM. IN THE MEANTIME, AWARE'S BUSINESS PROVIDES JOBS THAT DON'T YET EXIST IN THE COMMUNITY.

LANG BROUGHT TO HIS NEW POSITION ALMOST TWO YEARS EXPERIENCE AS A COTTAGE SUPERVISOR AT BRSEH. BEFORE THAT HE WORKED IN A VOCATIONAL TRAINING CENTER THROUGH AN INTERSHIP PROGRAM AT DRAKE UNIVERSITY WHERE HE EARNED AN M.A. IN APPLIED ANALYSIS OF BEHAVIOR.

THE SUCCESS OF AWARE'S OPERATION IS THE RESULT OF MANY PEOPLE'S EFFORTS. LANG, WHO HAS ONLY BEEN WITH THE PROGRAM FOR 2 MONTHS, CREDITS FORMER AWARE DIRECTOR FRED BARTA AS THE PERSON RESPONSIBLE FOR GETTING THE REFINISHING BUSINESS STARTED.

HE ALSO COMMENDS RCT PHYLLIS WILLIAMSON FOR THE FINE JOB SHE'S DONE TRAINING AWARE'S STAFF. FINALLY, LANG ACKNOWLEDGES THAT COMMUNITY SUPPORT HAS MADE IT ALL POSSIBLE.

AWARE'S STAFF HAVE MANY PLANS FOR THE FUTURE. THEY'D LIKE TO TAKE ON ABOUT FOUR MORE CLIENTS AND EXPAND THEIR OPERATION TO INCLUDE UPHOLSTERY. THEY HOPE TO EVENTUALLY PAY CLIENTS BY THE PIECE AND GRADUALLY PHASE THEM INTO COMMUNITY JOBS.

HATS OFF TO A FINE PROGRAM AND ITS STAFF: BRIAN LANG, TEACHER DIXIE MCKEON, WORKSHOP MANAGER DAN MCCABE AND OFFICE MANAGER MARGE HOOVER.

# NEWS

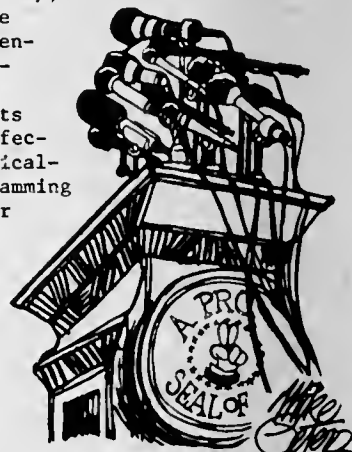
## FOR IMMEDIATE RELEASE:

The National Association of State Mental Retardation Program Directors is pleased to announce the publication of Income Maintenance and the Developmentally Disabled: An Analysis of Policy Issues.

The report was developed as part of NASMRPD's project entitled, "The Provision of Technical Assistance on Federal Programs of Significance to the Developmentally Disabled," which is funded through a national significance grant from HEW's Developmental Disabilities Office. The purposes of the project are to: (a) assist the variety of existing national, state and local consumer interest groups and provider organizations concerned with developmentally disabled children and adults to take better advantage of existing federal generic assistance programs; and (b) to help federal officials responsible for administering such programs to gain a better understanding of developmentally disabled persons.

Income maintenance was selected as one of the target areas for project attention because of: (a) the massive federal commitment to income maintenance payments for developmentally disabled persons (over \$1 billion in FY 1977);

(b) the keystone role of Supplemental Security Income and Social Security benefits in designing effective and economically viable programming alternatives for the majority of developmentally disabled adults - especially in community based settings; (c) the significant number, range and complexity of



problems surrounding the optimal and appropriate utilization of federal income maintenance resources (especially SSI) on behalf of this target population; and (d) the current emphasis on welfare reform in the Carter Administration which could lead to fundamental changes in federal income maintenance policies and programs.

The 88-page report is the result of the project staff's indepth analysis of the following issues: (a) the disability determination process; (b) eligibility for rehabilitation services; (c) incentives and disincentives to employment; (d) the relationship between living arrangements and benefit levels; and (e) the role and function of the representative payee.

## POSITIONS OPEN

A significant aspect of the report is the consensus of opinion which has been achieved among consumer, provider and professional interest groups through the utilization of a ten member Project Advisory Board. The following organizations have formally endorsed the recommendations contained in the report: National Association for Retarded Citizens, Inc., National Association of Private Residential Facilities for the Mentally Retarded, Inc., National Society for Autistic Children, Inc., National Easter Seal Society for Crippled Children and Adults, Inc., Epilepsy Foundation of America, Inc., United Cerebral Palsy Associations, Inc., and National Association of State Mental Retardation Program Directors, Inc.

Copies of the full report are being mailed to key Congressional leaders, HEW officials, state mental retardation program directors, DD Councils, and leaders of voluntary organizations interested in the welfare of developmentally disabled individuals. In addition, single copies of the full report will be made available upon request while the supply lasts (no charge). Write to: NASMRPD, 2001 Jefferson Davis Highway, Suite 806, Arlington, Virginia 22202.

However, since the supply is limited, the project staff has compiled a brief summary of the full report which reviews the major findings and recommendations which emerged from the analysis of the income maintenance area. The summary is also available upon request from the Association.

Two teaching parents positions are open for child and adolescent group homes for multiply handicapped children. Persons must be able to organize and innovate. Responsibilities include management of home, coordination of school and home training programs, training of paraprofessionals, and filling parenting roles. Systematic ongoing inservice training will be provided.

Contact: Diane Savasten, Project Director  
Regional Living Services, Inc.  
P. O. Box 348X  
Havre, MT 59501  
Phone: (406) 265-9572 or  
(406) 265-4780

## NATIONAL SOCIETY FOR AUTISTIC CHILDREN REQUESTS FUNDS

In a campaign aimed at moving its headquarters to Washington, D.C. in order to facilitate lobbying and research funding efforts, the National Association for Autistic Children has launched "Next Session at the Capitol," a drive to raise \$250,000 during the next three years. To pledge a contribution, contact:

Project N.S.A.C.  
169 Tampa Avenue  
Albany, NY 12208

# bsb



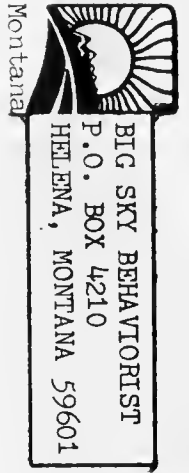
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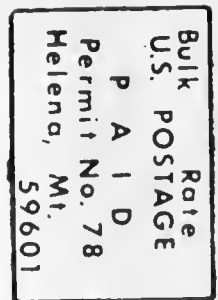
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